Learning Goal: Diversity

Date: Fall 2010
What was assessed: 113 student work products from HST 102, HST 103, HST 201 (in-class essay exam responses and out-of-class term papers; online and traditional classes)
How it was assessed: UNCW-developed Diversity rubric, by ten faculty scorers

Results:
This was the first pilot study for the Diversity rubric.

Diversity Score Results

<table>
<thead>
<tr>
<th></th>
<th>Benchmark</th>
<th>Milestones</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>DIV1 Knowledge of Diverse Perspectives</td>
<td>10 (8.9%)</td>
<td>30 (26.8%)</td>
<td>38 (33.9%)</td>
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<tr>
<td>DIV2 Contextual Importance and Implications</td>
<td>16 (14.3%)</td>
<td>30 (26.8%)</td>
<td>30 (26.8%)</td>
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Distribution of Scores for Diversity, Applicable Scores Only

DV1 Knowledge of Diverse Perspectives
This dimension was scored for all five assignments. Scores on this dimension were slightly higher than for DV2, Contextual Importance and Implications.

DV2 Contextual Importance and Implications
This dimension was scored for all five assignments, though scorers indicated that this dimension was not applicable for the work products of two students.

Other findings:
- The two Diversity dimension scores were correlated with one another at the .01 level, with a correlation coefficient of .859
- No significant differences in the means, median, and distributions of DV1 and DV2 between the classroom based courses and the online course.

Discussion:
The median score on both DV1 and DV2 was 2. There were no statistically significant differences between the means, medians, and distributions of credit-hour groups (i.e. freshman, sophomores, juniors).

Recommendations:
Develop a central information site for faculty regarding the UNCW learning goals. Emphasize desirability of including relevant learning outcomes on syllabi. Work to define achievement levels across undergraduate experience.

For additional discussion of these findings, see the General Education Assessment 2011 Annual Report at http://uncw.edu/assessment/general/reports.html